Science Lesson Plans for Mrs. Dean Ch 2 How Animals Live

Week of: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Monday: Objective- TSW- create a Science Vocabulary Folder by defining & illustrating each vocabulary word; identify in sequential order the life cycle of a Sea Jelly

1.Preview the chapter through open discussion with pg 33. 2. Discuss (8) voc. words pgs 34-35 3. Students will participate in an open discussion about how animals are grouped or classified; Students will add animals to the different categories on the board: mammals, birds, & amphibians. 4. Class work- Students will use the glossary & write a definition for each voc. word as well as illustrate a colorful picture in their Science Voc. Folder 5. At the end, teacher will conclude by reading over sticky notes from the categories.

\*\*Voc. Folders are due Wednesday\*\*

Materials: textbook, colors, Science Voc. Folder, Categories, post it notes

Tuesday: Objective- TSW- identify the needs of animals.

1. Students will participate in a discussion about animals needs. 2. Read You Are There! Chorally pg 38. In groups, students may complete wkbk pg 16; after 2-4 min. teacher will go over the agree/disagree answers. 3. Read/discuss Lesson 1 How are animals grouped? pgs 39-43 together. 4.Students will complete wkbk pg 16A with the help from the teacher to make sure that the students are skimming/scanning back through lesson 1 to find the answers. 5. Turn in wkbk pg 16A when complete. 6. Students may work on Vocabulary Folders if time is remaining.

\*\* Teacher will pass out Ch 2 Study Guide for Test on Friday; study guides are due back on Friday……Voc. Folders are due tomorrow\*\*

Materials: textbook, workbook pg 16-16A

Wednesday: Objective- TSW- recognize that animals go through predictable stages within their life cycles of birth, growth, development, reproduction, & death.

\*\*Voc. Folders are due TODAY\*\*

1. Turn & Talk Topic- How do animals grow & change? Think: life of a chicken compared to life of a butterfly & write a sentence about it on post it note & place on board; & students may complete wkbk pg 17 together after 2-4 min. teacher will go over agree/disagree answers. 3. Read/discuss Lesson 2 How do animals grow & change? pgs 44-47 together. 4. Students will complete wkbk pg 17A with the help from the teacher to check students understanding of looking back for answers. 5. Turn in wkbk pg 17A. 6. Teacher will conclude discussion by sharing responses from the Turn & Talk Topic post it notes on the board.

Materials: textbook; post it notes; wkbk pg 17A

Thursday: Objective- TSW knows behavioral & structural adaptations that allow plants & animals to survive in an environment; recognizes that fossils provide evidence about the animals that lived long ago

1.Turn & Talk Topic: What are ways that animals adapt in order to survive? & write a sentence on post it note to apply to the board & students will answer wkbk pg 18 together (2-4 min.) 2. Teacher will go over agree/disagree answers. 3. Read/discuss Lesson 3 How do adaptations help animals? pgs 48-53. 4. Students will complete wkbk pg 18A with the help from the teacher to insure that they are looking back for answers. 5. Turn in wkbk pg 18A. 6. Teacher will conclude the lesson by discussing the post it notes from the Turn & Talk Topic. 7. Discussion Topic: How can fossils relate to animals? 8. Read/discuss Lesson 4 How are animals from the past like today’s animals? pgs 54-57

Materials: post it notes; textbook; wkbk pg 18A

Friday: Objective- TSW complete a multiple choice assessment of Ch 2; participate in creating a backbone model.

1.Turn in Ch 2 Study Guide 2. Complete Ch 2 Test 3. Create Backbone Model with pipe cleaner, 10 pieces of wagon wheel pasta, 9 soft fruit jelly rings, & a labeled Ziploc bag~ refer to textbook pg 36.

Materials: Ch 2 Test; Ziploc bags; sharpie; pipe cleaner per student; 10 pieces of wagon wheel pasta per student; 9 soft fruit jelly rings per student; textbook